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Wiki Assignment #5

Six (6) Annotated Citations

Therrien, W., Wickstrom, Jones, K., (2006). Effect of a Combined Repeated Reading and Question Generation Intervention on Reading Achievement. *Learning Disabilities Research & Practice, 21* (2), 89-97.

These action researchers conducted a study to find out if a combined repeated reading and question generation intervention was effective at improving the reading comprehension achievement of fourth through eight grade students with learning disabilities or who are at risk for reading failure.

Vaughn, S., Klingner, J., Swanson, E., Boardman, A., Roberts, G., Mohammed, S., Stillman-Spisak, S. (2011). Efficacy of Collaborative Strategic Reading With Middle School Students. *American Educational Research Journal, 48* (4), 938-964.

The authors of this study conducted an experimental study to examine the effects of collaborative strategic reading and metacognitive strategic learning on the reading comprehension of students in seven and eight grade classes. This study took place in two (2) sites in Texas, and Colorado and in three school districts.

Flanigan, K., Greenwood, S., (2007). Effective content vocabulary instruction in the middle: Matching Students, purposes, words, and strategies. *Journal of Adolescent and Adult Literacy, 51* (3), 226-238.

The authors of this paper consider why research on vocabulary instruction has not affected classroom practice. Despite the great amount learned about effective vocabulary instruction, it appears that teachers do not always incorporate best practices into their own instruction. The paper considers some possible good vocabulary instruction in middle school content area classrooms.

Diliberto, J., Beattie, J., Flowers, C., Algozzine, R., (2009) Effects of Teaching Syllable Skills Instruction on Reading Achievement in Struggling Middle School Readers. *Literacy Research and Instruction*, 48, 14-27.

This study considered the effectiveness of syllable instruction on reading achievement. Participants were middle school students at risk for reading failure. The students practiced syllable skills by decoding and encoding words. The study measured student’s word identification, word attack and reading comprehension skills. Authors discussed the outcomes.

Fan, Y., (2010) The Effect of Comprehension Strategy Instruction on EFL Learners’ Reading Comprehension *Asian Social Science*, 6 (8), 19-29.

The purpose of this study was to investigate the effect of Collaborative Strategic Reading on Taiwanese university students’ reading comprehension with regards to specific types of reading comprehension questions. The participants were 110 English learners. The study found that implementing comprehension strategy instruction for a short time may help learners adopt some degree of strategic reading behavior, but it takes long-term efforts and practices for students to fully develop their reading strategic reading abilities.

Kim, A., Vaughn, S., Klingner, J., Woodruff, A., Reutebuch, C., Kouzekanani, K. (2006) Improving the Reading Comprehension of Middle School Students with Disabilities Through Computer-Assisted Collaborative Strategic Reading, *Remedial and Special Education 27* (4), 235-249.

The action researchers of this study investigated the effects of computer-assisted comprehension practice using a researcher-developed computer program, Computer-Assisted Collaborative Strategic Reading (CACSR). Thirty-four students with disabilities participated.